

# Meets ESSA “PROMISING” Evidence Criteria

The Every Student Succeeds Act (ESSA) promotes evidence-based education programs by ensuring that programs are proven to be effective in increasing student achievement. ESSA includes four levels of evidence: strong, moderate, promising, and evidence that demonstrates a rationale. The ratings of the ESSA level of evidence reflect the quality, rigor, and statistical significance of the research study design and findings of the study. HMH’s evidence ratings are based on the U.S. Department of Education’s nonregulatory guidance for ESSA. Evidence ratings issued by clearinghouses and independent research agencies (e.g., Evidence for ESSA) may differ due to the varying criteria used to judge evidence.

## PROGRAM OVERVIEW

FASTT Math® utilizes the expanding recall model to systematically move facts from working to long-term memory to increase the speed and accuracy of fact retrieval. The adaptive technology works by strategically interspersing new facts with fluent facts, controlling response time, and providing instant corrective feedback while allowing for customized pacing, visual and auditory instruction, and opportunities for accountability.

**PROMISING**  
ESSA EVIDENCE  
RATING



DISTRICT: Citrus County, Florida  
STUDY YEAR: 2008–2009  
STUDY CONDUCTED BY: Scholastic/HMH Research

## EVIDENCE CRITERIA

Correlational study with statistical controls for selection bias

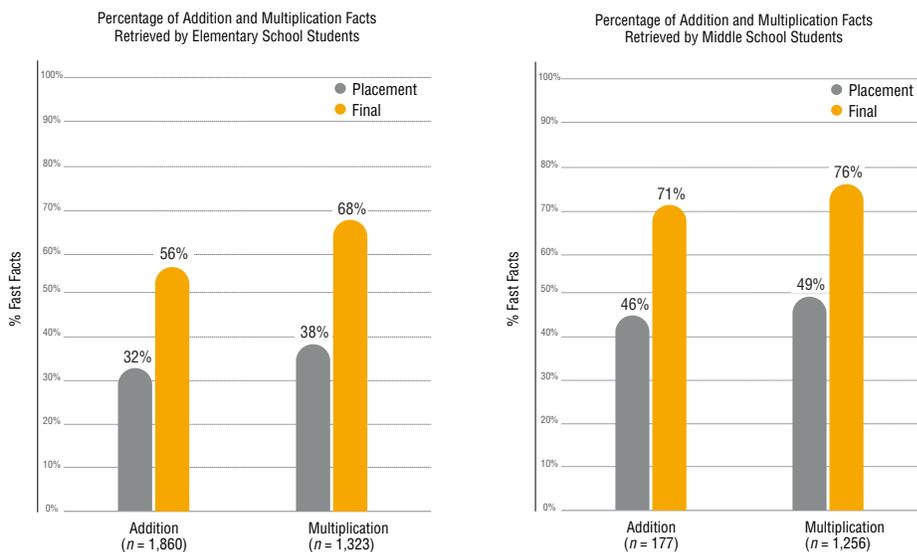
Shows statistically significant & positive effects

## STUDY EVIDENCE & HIGHLIGHTS

The study uses a pretest/posttest design and reports on the correlations between program usage and gains in fluency.

FASTT Math was used to assess all students’ math fact fluency in the classrooms included in this study. Students who performed well on the initial placement often did not continue to use the program. The study focused on the 4,172 students using the addition and/or multiplication modules of the program 2–3 times per week. Students used the program for an average of about 20 weeks for each operation.

Overall, students made significant gains in their math fact fluency. There was also a significant relationship between the number of FASTT Math lessons a student completed and his or her gain in fluent facts with correlations for multiplication facts at .79 (elementary school) and .80 (middle school).



To learn more about the research behind FASTT Math, visit [hmhco.com/FASTTMath](http://hmhco.com/FASTTMath)

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